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# First book

Thomas Edward  
Shields

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JESUS AND HIS COUSIN—*Pinturicchio*

# The Catholic Education Series

## FIRST BOOK

*By*

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**THE CATHOLIC EDUCATION PRESS**  
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*Archbishop of Baltimore*

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## PREFACE

This First Book of the Catholic Education Series has been in use for nine years and a multitude of teachers and children have expressed their enthusiastic appreciation of its value. The book was originally published under the title "Religion First Book" as it was desired to emphasize the fact that Religion is the central element in Catholic education and that everything else in the curriculum for the child of six years should be adjusted to this central theme. The title, however, gave rise to no little misunderstanding of the purpose of the book and hence it was changed to its present form.

The book is intended to be the only book to be put into the child's hands during the first year of his school life, hence its content will be found to embrace the germinal concepts of all that is to be taught by the aid of advanced and complex curricula in the higher grades and in the higher institutions of learning.

Great care has been exercised to secure unity of thought and its progressive development throughout the book. The vocabulary was chosen from the most vivid portions of the usual vocabulary of the child of six years and with direct reference to the language of the subsequent lessons and the language of religion and the Bible.

With few exceptions, the pictures are reproduc-

tions of great masterpieces. They were selected so that they might tell the child, in a language that would enter into his imagination, the story contained in the text. When the child is familiar with the coloring of the objects presented, the picture is produced in sepia. This plan permits the child to clothe the scenes in color from his own observation and thus lays the foundation for future creative work in art. The scenes from the New Testament are presented in color, first because the children have no means of ascertaining the original coloring of the scenes in question, and secondly and chiefly because it is desirable to carry over the emphasis of the child's delight in color to the religious scenes. The contrast between the colored and un-colored pictures will serve to arouse and to center the child's pleasurable emotions on the pictures in which Our Lord is the central figure.

The book is divided into five parts each one of which deals with one of the great instincts that determine the child's relationship of dependence upon his parents and aims at transforming the instinct so as to render it a suitable element in the formation of Christian character. The child is born into the world dependent upon his parents for love, for nourishment, for protection, for remedy and for imitative models. In each of these the instinctive attitude of the child is purely selfish. Upon these native roots must be engrafted

the corresponding Christian virtues which lift the dependence from our earthly to our heavenly Father and replace the selfish by a corresponding unselfish motive. In the first part the child is led to realize and count upon his Heavenly Father's love and he is taught that there is greater joy in loving than in being loved. And in the subsequent lessons he is taught that it is better to give than to take and that the only sure reliance is that which rests upon his Heavenly Father.

On examination, it will be found that each part of the book is cast in the essential lines of the parable. It begins with a nature study which is valuable in itself as a gerinal element in the future scientific education of the child, but the chief value of the nature study at this stage of the child's education is to be found in its function as the basis of the parable in which the child is led into an understanding of the more intimate truths of his own life and of his relationship to God. The nature study is followed by a domestic study which is reflected in and grows out of the nature study. The nature study is intended to be dramatized by the children. The domestic study presents lessons to be lived out in the home. The nature study will be found to deepen the child's comprehension of his home duties and to develop a keener appreciation of his privileges and a more sympathetic attitude. Both the nature study and the domestic study are constructed in

such a manner as to form an adequate preparation for the religious lesson which follows.

The fourth element in each of the parts is represented by two songs. Music offers the natural channel for the expression of the child's emotions and by its aid the child's emotional nature may most effectively be cultivated and drafted into service in the formation of character. Of course, the child without other training would be utterly unable to sing the songs in the proper manner and unless he is taught to sing the songs beautifully he will not sing them with joy and the purpose of the work in the purifying of emotions and in the building of character will not be attained.

The necessary training which will prepare the children to sing the two songs at the end of each part of the First Book in such a manner as to render fecund the thought elements of the part is presented in the Catholic Education Music Course which was designed expressly for the accomplishment of this purpose. The children are, of course, expected to express the thought content of the book through the medium of the plastic arts. Drawing, painting in water color, cutting and folding paper, modelling in clay, should all be used to the same unitary purpose of developing and rendering fecund the thought content presented in the book.

It is expected that the teacher will take a large and important part in the develop-

ment of the children's thought and feeling through her oral lessons and stories. These should not be chosen at random but should in every case be so chosen and so developed as to preserve the unity in the unfolding life of the child.

The method of handling this book and the other books of the Series is set forth in the Teacher's Manual of Primary Methods with which the teacher who undertakes to use the books should be familiar.

Acknowledgment is due to Dr. Edward A. Pace for reading the original manuscript. Acknowledgment is also gratefully made to Sister M. Antonine, C.S.C., for the large part which she had in the preparation of the material and for several of the songs which are from her pen. I wish also to thank other Sisters who contributed poems to the book whose names I am not permitted to mention. The music as here presented has been arranged by Justine B. Ward and Elizabeth W. Perkins who also adjusted the words of several of the songs to meet the requirements of the music.

We take this opportunity of expressing our thanks to Mr. Carl Hauser for writing the accompaniments to several of the songs, and to Frances Askew for help in preparing the manuscript and in correcting the proofs.

THOMAS EDWARD SHIELDS.

The Catholic University of America.

Jane, 1917.



THE MADONNA—*Raphael.*

# LOOKING FOR BREAKFAST



Here are Mr. and  
Mrs. Robin.

They are on the  
grass.

They give three  
hops.

They give three  
chirps.

They look around and begin again.

Good morning, Mr. Robin.

Good morning, Mrs. Robin.

Are you looking for your breakfast?



## BUILDING A NEST

Last March the snow went away.

Then the grass peeped up to see  
the sun.

The flowers peeped up to see if  
Spring had come.

**Spring laughed and said, I came  
with Mr. and Mrs. Robin.**

**The flowers laughed and said,  
Mr. and Mrs. Robin are here.**

**The Robins came with Spring.**

**They were looking for a home.**

**They came to this apple tree.**

**They made their nest here.**

**The nest is the home of the Robins.**



**THE ROBIN'S PRAYER**

**Here are Mr. and Mrs. Robin at home.**

**The baby Robins are asleep under mother's wings.**

**They are cozy and warm.**

**Their father is on the branch  
beside the nest.**

**He does not want their mother  
to be lonely.**

**When the day's  
work is done, he  
sings a song.**

**It is his evening  
prayer.**



## THE NEST OF MOTHER'S ARMS



**The home of  
the Robins is  
beautiful.**

**But your home  
is better than  
the softest  
bird's nest.**

**The little birds are rocked to sleep  
by the breezes.**

**But it is sweeter to be rocked to sleep  
in mother's arms.**

**The Robin sings of Spring and  
of the flowers.**

**But his songs are not so sweet as  
the songs that mother sings.**

**The mother bird loves her little  
ones and takes them under her  
wings.**

**But she does not love them half  
so much as your mother loves  
you.**





**FATHER'S WELCOME HOME**  
See how happy these children are.  
Their father has just come home  
from work.



**He loves to gather his little ones  
around him and tell them stories.**

**They climb on his knee.**

**They tell him every thing they did  
all day.**

**They ask him for every thing they  
want.**

**They tell him, over and over again,  
how much they love him.**



## **THE HOME OF JESUS**

**The birds have a pretty home in  
the trees.**

**They are happy and sing sweet  
songs.**

**We have a happy home with  
father and mother.**

**We love it better than the Robins  
love their nest.**

**But the home of Jesus is more  
beautiful than our home.**

**It is Heaven.**

**Jesus came from Heaven where  
His Father lives.**

**He came to show us the way there.  
When Jesus was on earth He lived  
in Nazareth.**

---

### **A WELCOME TO JESUS**

**The birds welcome Jesus because  
His Father gives them their  
sweet songs.**

**His Father teaches them how to  
fly and how to build their nests.**

**He fills the hearts of the birds  
with love.**

**The trees wave a welcome to Jesus  
because His Father makes them  
big and strong.**

**The roses and lilies open their  
hearts to him.**

**They fill the air with sweet smells  
because His Father sends them  
the sunshine and the rain.**

**Jesus loves the sunbeams and the  
breezes.**

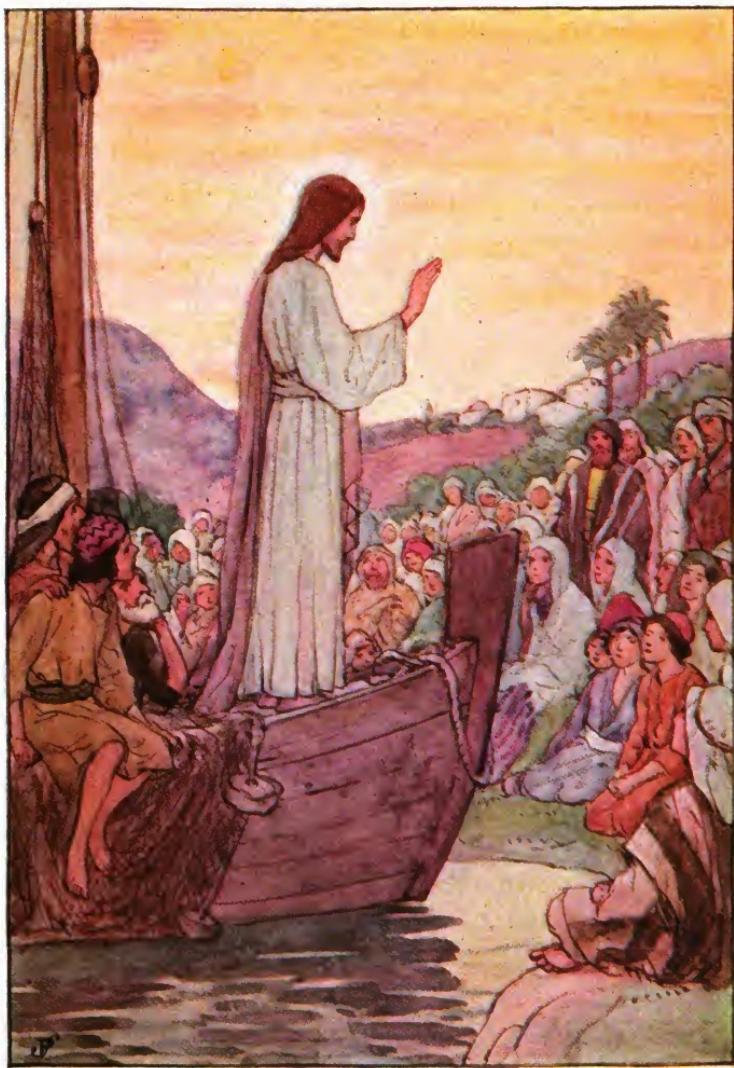
**He loves the sky and the stars.**

**He loves the birds and the flowers.**

**He loves the sheep and their  
shepherd.**

**He loves all who work for others.**

**No one is so kind and gentle as  
Jesus.**



JESUS TEACHING FROM A BOAT — *Subercaseau*

## A SECRET

Wherever Jesus goes the people  
follow Him.

They are made glad when ever  
they hear His voice or look into  
His face.

He gives the secret which He  
brought from Heaven to every  
one who loves Him.

When we learn this secret we love  
one another.

Then joy grows in our hearts like  
a beautiful flower.

It fills our lives with sweetness.

## **THE TIRED TEACHER**

**Jesus loves little children.**

**One day, long, long ago, Jesus  
taught the people until He was  
very tired.**

**Then His friends made Him rest.**

**Jesus is sitting under the big  
tree.**

**The grass is green.**

**The sun shines brightly.**

**The birds sing sweetly.**

**There are pretty flowers every  
where.**

**The children play and sing with  
their mothers.**

**Some of them pick flowers to give  
to their fathers when they come  
home from work.**

After a while they all go to  
where Jesus is resting.

His friends tell them to go away  
and not to trouble Jesus.

But Jesus hears them and says,  
let the little children come unto  
Me and forbid them not.

---

## THE LITTLE CHILDREN

Jesus smiles and calls the children to  
Him.

He tells them that He loves them.

They crowd around Him.

One little boy is sitting on Jesus'  
knee, resting his curly head on  
His heart.



JESUS BLESSING LITTLE CHILDREN — *Subercaseau*

A little girl is giving Him the flowers  
she has picked.

He places His hand on her head and  
blesses her.

This makes her very happy.

All the children love Jesus very  
much.

They want to be as near Him as they  
can.

They put their arms around Him.

They want to stay with Him  
always.

Jesus talks to them.

They clap their little hands with  
joy.

He tells them stories about His  
Father.

He tells them about His beautiful  
home in Heaven.

## A SWEET LESSON

**They all ask Jesus to take them to see  
His Father and His home.**

**He tells them they must wait  
a while and do some work for  
Him on earth.**

**He tells them to be good to every  
one.**

**He tells them to love their parents.**

**And then He will take them and  
all those whom they love to His  
Father's home.**

**And they can stay with Him and  
His Father for ever and ever.**

**He teaches them to say:**

**Our Father who art in Heaven.**

**Hallowed be Thy name.**

**Thy kingdom come.**

**Thy will be done on earth as it  
is in Heaven.**

**Give us this day our daily bread.**

**Forgive us our trespasses as we  
forgive those who trespass  
against us.**

**And lead us not into temptation.**

**But deliver us from evil. Amen.**

---

### **IT IS LOVE**

I know the song that the mother bird sings  
To the dear birdies safe under her wings.  
I know the song that the mother bird sings,  
It is love, it is love, it is love.

I know the song that my own mother sings  
Softly when birdies are folding their wings.  
I know the song my own mother sings,  
It is love, it is love, it is love.

In her sweet song I can hear Jesus' call:  
"Come to me, children, oh come one and all."  
I know the reason for Jesus' sweet call,  
It is love, it is love, it is love.

# It is Love

Words, Sr. DE SALES

Adapted from a theme by MOZART

The musical score consists of three staves of music in G major, 3/4 time. The top staff features a treble clef, the middle staff a bass clef, and the bottom staff a bass clef. The music is divided into four sections by vertical bar lines. The first section contains three lines of lyrics. The second section contains two lines of lyrics. The third section contains two lines of lyrics. The fourth section concludes with three lines of lyrics.

1. I know the song that the mo-ther bird sings To the dear  
2. I know the song that my own moth-er sings Soft-ly when  
3. In her sweet song I can hear Je - sus' call: "Come to me,

bird - ies safe un - der her wings. I know the song that the  
bird - ies are fold - ing their wings. I know the song that my  
chil-dren, oh come one and all." I know the rea - son for

mo - ther bird sings, It is love, it is love, it is love.  
own moth - er sings, It is love, it is love, it is love.  
Je - sus' sweet call, It is love, it is love, it is love.

# Jesus' Love

Words, Sr. M. ANTHONY

Folk Song

1. A lit - tle bird sat on a tree, On a green tree,  
2. Ah, Ro - bin, Je - sus loves me too, Je - sus loves too.

And sang his sweetest song to me, Sang his song to me.  
He gave me parents kind and true, Gave them as to you.

"My par - ents built my nest so warm  
I rest with - in His arms for He

## Jesus' Love

To save me from the wind and storm. My mo-ther  
Said "Let the chil-dren come to Me." He fills my

folds me in her wings, In her soft wings And tells her  
life with His dear love, With His dear love, And calls me

love while fa-ther sings, While dear fa-ther sings."  
to His home a - bove, His bright home a - bove.



## THE BABIES' BREAKFAST

What a pretty dining-room this is. The little birds are in their cradle. In this cradle they were rocked to sleep by the wind. The pink and white apple blossoms

hide them from the sunbeams.  
The air is full of the sweet smell  
of May blossoms. Mother Robin  
has just come home with breakfast  
for her babies. They open wide  
their big yellow mouths and she  
drops a worm into each.





## **HOME FROM MARKET**

## **HOME FROM MARKET**

**Father Robin is coming home,  
too He has a mouthful of grass-  
hoppers for his hungry babies.  
Mr. and Mrs. Robin do not get  
tired working for their little ones.  
They have learned that it is  
sweeter to give than to take.**



## THE TWO MOTHERS

This pretty little boy gave some  
of his bread to the mother hen.

**She calls her tiny chicks to share it. He asks, mamma, does the hen love her little chicks? Do the chicks love their mother as much as I love you?**

**His mother says, the hen loves her little ones and gathers them under her wings. Mothers love their children and gather them to their hearts. Jesus loves all of us and keeps us under His care.**



## A FAMILY BREAKFAST

Every morning mother calls us to breakfast and father asks a blessing on what we are to eat. No apple tree is as cozy as our home. The best breakfast mother Robin brings her babies is not so

good as the breakfast mother gets ready for us.

The Robins take care of their children until they are old enough to take care of themselves. They bring them food until they learn to fly.

Our fathers and mothers will always feed us and care for us and love us. They give us all they have and we love them so much that we give them all we have. We are happy when we do as they tell us.



## FEEDING HER BIRDS

The day is warm. Mother lets the children sit on the door step. It is cool there in the shade of the rose vine.

The yard is full of sunshine.  
The children are happy for they  
can see father working. Mother  
called them from play.

The boy left his cart and his  
little sister dropped her basket of  
apples.

The big girl is playing mother.  
She keeps her dolly in her arms.  
She wants dolly to get some of  
the good things, too.

And look at the old mother hen.  
She knows there will be crumbs  
for her breakfast. Mother is feed-  
ing the baby boy.

The little girl is glad. She  
holds his hand and has one arm  
around his neck. Her turn will  
come next. They are all happy.

## JESUS FEEDS THE PEOPLE

Jesus had been teaching the people all day. He wanted to rest, so He crossed the lake in a boat. He was looking for a quiet place.

But the people saw Him going and followed Him around the shore of the lake to meet Him when He landed. They were in a hurry and forgot to take food with them. They were very tired and hungry.

Jesus talked to them for a long time. Then His friends wanted Him to send the people away to buy food. But Jesus knew how tired they were and told them to sit down on the green grass. He asked His friends how much food

**THE MIRACLE OF THE LOAVES AND FISHES—*Murillo***



they had. St. Philip said a boy had five loaves and two fishes, but that was not enough for so many.

Jesus took the bread and blessed it and gave it to St. Andrew to pass around. He also blessed the fishes and gave them to the people.

He fed five thousand men and there were twelve baskets full left. Jesus did this to feed these hungry people and they were very thankful.

No Robin ever made her hungry babies so happy, no mother ever made her children so glad as Jesus made these poor tired people. They join the Robins in their vesper song of praise. They say, Dearest Lord, we thank you.

## THE FATHER'S LOVE

Sweet winds from the South are blowing,  
Tender flow'rs and grasses growing.  
All earth like a child is showing  
    Joy in the Father's love.

New nests cling where boughs are bending,  
Mother bird her brood is tending,  
Father bird his sweet song ending,  
    Safe in the Father's love.

In our home each child is dearer,  
Mother's arms make all love nearer.  
Sing then, children, sweeter, clearer,  
    Joy in the Father's love.

# The Father's Love

Words, C. M. BRENNAN

Music, BEETHOVEN

1. Sweet winds from the South are blow - ing,  
2. New nests cling where boughs are bend - ing,  
3. In our home each child is dear - er,

Ten - der flow'rs and grass - es grow - ing. All earth like a  
Mo - ther bird her brood is tend - ing. Fa - father bird his  
Mo - ther's arms make all love near - er. Sing then, chil - dren,

child is show - ing Joy in the Fa - ther's love.  
sweet song end - ing, Safe in the Fa - ther's love.  
sweet - er, clear - er, Joy in the Fa - ther's love.

## **DEAREST LORD, WE THANK YOU**

For the gift of daily bread,  
Dearest Lord, we thank you.  
For the gifts of heart and head,  
Dearest Lord, we thank you.  
For the homelife held so dear,  
For the parents we revere,  
Dearest Lord, we thank you.

For the fruits of autumn bright,  
Dearest Lord, we thank you.  
For the summer filled with light,  
Dearest Lord, we thank you.  
For the harvest, for the spring,  
For the birds that sweetly sing,  
Dearest Lord, we thank you.

For the earth and all things fair,  
Dearest Lord, we thank you.  
Stars and sunlight, rain and air,  
Dearest Lord, we thank you.  
For the tiny seed that grows  
Into wheat or into rose,  
Dearest Lord, we thank you.

# Dearest Lord, We Thank You

Words, Sr. M. ANTONINE   Adapted from German Folk Song

1. For the gift of dai - ly bread, Dear-est Lord, we thank  
2. For the fruits of au-tumn bright, Dear-est Lord, we thank  
3. For the earth, and all things fair, Dear-est Lord, we thank

you. For the gifts of heart and head, Dear-est Lord, we  
you. For the sum-mer filled with light, Dear-est Lord, we  
you. Stars and sun-shine, rain and air, Dear-est Lord, we

thank you. For the home-life held so dear, For the  
thank you. For the har-vest, for the spring, For the  
thank you. For the ti - ny seed that grows, In - to

par - ents we re - vere, Dear-est Lord, we thank you.  
birds that sweet-ly sing, Dear-est Lord, we thank you.  
wheat or in - to rose, Dear-est Lord, we thank you.

## SUMMER

It is now June time. The roses whisper that summer is here. The Robins sing their sweetest songs to welcome her. The brooks run



through the green fields singing June time, tune time. The sunbeams dance with the cool shadows in the woods to the bluebirds' music. The whole earth is full of joy. The winds tell the news far and wide. Little boys and little girls are glad. They sing June time, play time.

The baby Robins up in the apple tree hear the news. All the pretty pink and white blossoms are gone. One day the wind played with them and coaxed them to fly away with him. The baby Robins miss the apple blossoms that hung

around their nest. They want to fly away like the flowers, but they are afraid. Baby birds feel afraid when the time comes to leave the home nest.



THE FIRST VENTURE



## BREAKFAST ON THE GRASS

To-day Mr. and Mrs. Robin left the apple tree early with their four little ones. The little family will take breakfast on the grass for the first time this morning. Father Robin called his family to breakfast. Mother Robin is busy feeding one of her little ones.

## THE RESCUE

There is a noise in the nearby bush. While their mother is not looking, two naughty babies hop away to see what is there.

A sly cat is slowly creeping behind them. She almost has one of them in her jaws. They are sorry that they ran away from mother. In their fear they cry



out, save us! save us! Mr. and Mrs. Robin fly to the bush ready to fight a big bird or an old cat, or even a snake.

How good their voices sound to the little truants as they sing, cheer-up, cheer-up, cheer, sweet, sweet, sweet. The sly old cat steals away.

Mother Robin soothes her babies, smooths their feathers and tells them not to fear. Father Robin is busy pulling a fat worm out of the ground for his little ones.

# A VISIT TO THE COUNTRY



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May is a little girl who has always lived in the city. She has come with her mother for her first visit to the country. Every thing

is new and strange to her. She has never seen real live chickens, or ducks, or geese before. She is just a little bit afraid of them.

Her cousins, Bessie and Frank, have taken her out to the grove to play. Bessie is sitting on a log in a cool shady place. She holds May on her knee.

Frank has just brought a tiny chick and placed it in May's hand. She seems to be afraid to touch the downy thing, but Frank tells her it can not hurt her. He holds his hand so it won't fall and get hurt for he loves his little chick.

After a while May sees that it will not hurt her and she thinks

it would be nice to have a chick  
to keep.



**REFUGE**

Soon May's mother comes out to see how her little girl is getting along. They start back to the house for it is almost supper time.

On the way back they pass the barn yard. May sees some little yellow balls and thinks they are little chicks. She runs to pick one up when she hears a dreadful hiss.

The old gander was trying to save his goslings. May is so frightened she cries out, mamma, mamma, save me!

Her mother hurries and takes her frightened little girl in her arms. She tells her that the gander did not mean to hurt her. He was only taking care of his family.

## THE SAVIOUR

Baby Robins and little children are not the only ones that get frightened. Grown-up people often need some one stronger than themselves to save them. Even St. Peter and the other friends of Jesus were some times afraid.

The evening Jesus fed the people with the loaves and fishes He sent His friends in the boat to the other side of the lake. Then He went alone up into the mountain to pray. It grew very dark.

Jesus knows that the boat has not reached the other side. He knows that the men are tired row-



LORD, SAVE ME

ing and that the winds are against them. He is sorry for them and goes to them.

They are busy with the oars. They see some one walking on the waters and are frightened. Then they hear a sweet voice saying, Be of good cheer, fear not, it is I.

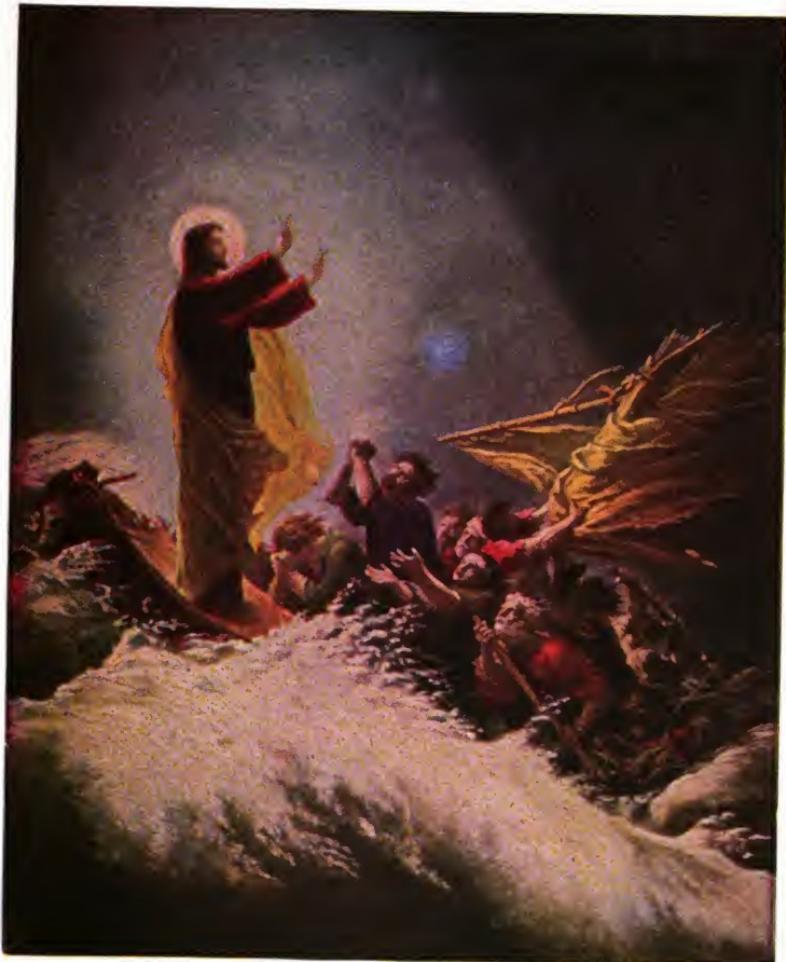
St. Peter says, If it be you, Lord, bid me come to you. Jesus says to him, Come to me. Then St. Peter goes down out of the boat.

He is as safe as if he were walking on land because he is thinking only of obeying Jesus. All at once he feels that he is walking on the waves. This makes him look from

Jesus to the troubled waters beneath his feet. He is frightened and begins to sink. Terror lays hold of him and he cries out to Jesus, Lord help me! Then Jesus reaches out His hand to him and saves him.

Another time Jesus had been teaching the people all day long. In the evening He went into the boat to cross the lake. He was so tired that he fell asleep at once.

There is a gentle breeze blowing. The men set the sails. The boat dances upon the blue waters. There is no sound but the lapping of the waves against the side of the boat. The red, gold and purple lights die out of the western sky.



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PEACE, BE STILL—*Dietrich*

The night grows dark. Black clouds cover the moon and the stars. A great storm arises. The waves beat into the boat. It is filling with water and beginning to sink. The men cry out in terror, Lord, save us, we perish!

Jesus wakes and says to His friends, Why are you afraid, oh ye of little faith? Rising up He rebukes the winds and He commands the waves to be still. The winds and the waves obey Him at once.

The next moment the men are looking at the moon and the stars in the quiet lake. They whisper to each other in wonder because even the storm obeys Jesus.

## COME TO ME

“Come to me,” the mother sings  
As she hides beneath her wings  
All the baby birds so dear;  
Nothing have they now to fear.

“Come to me, my little one,”  
Mother says at set of sun.  
“In my arms a cosy nest,  
Lined with love, awaits thy rest.”

“Come to Me,” the Saviour mild  
Whispers to His little child.  
“Come and never let us part,  
Make thy home within My heart.”

# Come to Me

Words Sr. M. C.

Adapted from a melody by HUMPERDINCK

The musical score consists of three staves of music in G major, 2/4 time. The top staff uses a treble clef, the middle staff an alto clef, and the bottom staff a bass clef. The first two staves begin with a forte dynamic. The lyrics are as follows:

1. "Come to me," the mo - ther sings As she  
2. "Come to me, my lit - tle one," Mo - ther  
3. "Come to Me," the Sa - viour mild Whis - pers

The third staff begins with a piano dynamic. The lyrics continue:

hides be - neath her wings All the ba - by  
says at set of sun. "In my arms a  
to His lit - tle child. "Come and nev - er

The fourth staff begins with a piano dynamic. The lyrics continue:

birds so dear; No - thing have they now to fear.  
co - sy nest Lined with love a - waits thy rest."  
let us part, Make thy home with - in My heart."

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## LITTLE ROBIN, NEVER FEAR

Little Robin, never fear,  
The mother's wings enfold you, dear;  
The father's love is always near;  
Then never, never fear.

Little children, never fear,  
The mother's arms will hold you, dear;  
The father's words are full of cheer;  
Then never, never fear.

Ye of little faith, why fear,  
Our Jesus, though asleep, is near;  
His "Peace be still" again we hear;  
Then never, never fear.

# Little Robin, Never Fear

St. M. ANTONINE

Folk Song

The musical score consists of three staves of music in common time (indicated by '4') and G major (indicated by a 'G' with a sharp). The top staff uses a treble clef, the middle staff uses a bass clef, and the bottom staff uses a bass clef. The lyrics are as follows:

1. Lit - tle Ro - bin, ne - ver fear, The  
2. Lit - tle chil - dren, ne - ver fear, The  
3. Ye of lit - tle faith," why fear, Our

mo - ther's wings en - fold you, dear ; The Fa - ther's love is  
mo - ther's arms will hold you, dear ; The Fa - ther's words are  
Je - sus, though a - sleep, is near ; His "Peace, be still" a -

al - ways near ; Then ne - ver, ne - ver fear.  
full of cheer; Then ne - ver, ne - ver fear.  
gain we hear ; Then ne - ver, ne - ver fear.



## THE BROKEN WING

Birds are so happy they fill the whole world with their songs. But sometimes they get into trouble. Their parents hurry to protect them in danger. But when a little bird breaks a wing he does not cry or call for help.

**He crawls in among the weeds to die alone. This is not because his parents are unkind. But they do not know what to do when their babies are hurt or sick.**

**The little Robin has no one to go to when he gets hurt. Every little boy knows where to go when he cuts his finger. And every little girl knows where to go when she bumps her head.**

## THE SICK CHILD



This little girl is sick, but her mother holds her in her arms and she feels better. Her mother's cool cheek is pressed against her hot brow. She will sing a sweet song and the little girl will fly away to dream land on the wings of sleep.

We all have as sweet pictures as this in our own hearts. We will never forget all that father and mother do for us when we

are sick. Day and night they watch over us and nurse us until we are well. The touch of mother's strong, cool hand takes away every pain. The sound of father's voice drives away all fear.

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## JESUS HEALS THE SICK

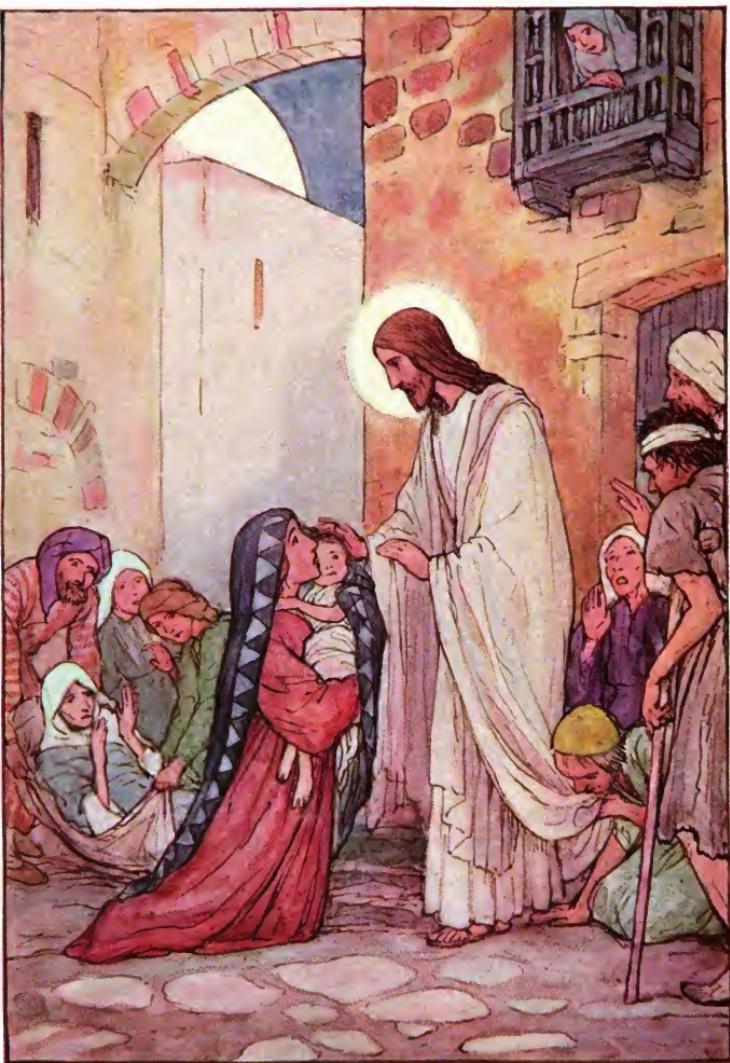
A poor woman lived up in the hills alone with her child. She had no one but her little boy. He was the joy of her life. He brought her the first blossoms of Spring. She told him stories about the flowers and the birds.

One morning he was too sick to leave the house. His mother nursed him for many days. She

did everything for him that she knew how to do, but he grew sicker every day.

One day she looked out at the lilies he loved and at the sparrows he used to feed. Then she remembered what she had heard about Jesus. He had cured the blind and the lame. He had made the dumb to speak. He had healed the sick. She remembered how he loved and blessed little children.

That day a neighbor told her that Jesus was coming to their town. The sick were being carried there from all the country around. She knew that she could do nothing more for her sick boy. And



JESUS HEALING THE SICK — *Subercaseau*

so she picked him up and carried him to the town. While she waited for Jesus to come she saw many whom He had cured. Her own faith grew stronger.

At last Jesus came. She was waiting by the roadside. As He passed along, the people who had brought their sick to be cured crowded around Him. He sees her with her sick child and comes over to her.

Her eyes full of faith, speak for her. Jesus lays His beautiful hand on the sick child's head and the fever leaves him. Love for Jesus fills to overflowing the thankful hearts of the mother and the child.

## A STORY

Oh, little one, run to your mother at home,  
For storm clouds are thick on the hill;  
To sheltering bushes the tiny birds come;  
The lambs in the sheepfold lie still.

The dear mother gathers her children at last  
To shield them from wind and from rain.  
They sit by the fire until storms are passed,  
And welcome this story again.

The story of Jesus asleep on the lake  
While waves lift their foam crests on high.  
Upon the slight vessel they threaten to break;  
In terror the timid ones cry.

“Lord, save us, we perish,” and Jesus commands  
The winds and the waves to be still.  
Then marvel these men in amaze as He stands,  
The tempest fulfilling His will.

# A Story

Words ELIZABETH W. PERKINS

Music SAMUEL W. C.

The musical score consists of four systems of music, each with two staves: treble and bass. The key signature is B-flat major (two flats), and the time signature is common time (indicated by '4').

**System 1:** Contains four numbered lyrics:

1. Oh, lit - tle one, run to your mo-ther at home For
2. The dear mo-ther gath - ers her chil-dren at last. To
3. The sto - ry of Je - sus a - sleep on the lake While
4. "Lord, save us, we per - ish," and Je - sus com-mands The

**System 2:** Contains lyrics describing a storm scene:

storm clouds are thick on the hill ; . . To shel-ter-ing bushes the  
shield them from wind and from rain. . . They sit by the fire un-  
waves lift their foam crests on high. . . Up - on the slight vessel they  
winds and the waves to be still. . . Then marvel these men in a -

**System 3:** Contains lyrics about Jesus' power over nature:

ti - ny birds come ; The lambs in the sheep-fold lie still. . .  
til storms are passed, And welcome this sto - ry a - gain. . .  
threaten to break ; In ter - ror the tim - id ones cry. . .  
maze as He stands The tempests ful - fill - ing His will. . .

**System 4:** Contains a final section of lyrics:

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## **THE MOTHER'S PRAYER**

**Were you a lamb that strayed away  
Far from the shepherd's fold,  
How gladly would I search all day  
To save you from the cold.**

**Were you a bird with broken wing  
That could no longer fly,  
Because you praise Me while you sing,  
I would not let you die.**

**But you are more, my child, to Me  
Than lamb or singing bird,  
From fear and pain I set you free,  
Your mother's prayer is heard.**

# The Mother's Prayer

Words SEDIE SALES

Folk Song

1. Were you] a lamb that strayed a - way, Far from the  
you a bird with bro - ken wing, That could no  
you are more, my child, to me, Than lamb or

shep-herd's fold, How glad - ly would I search all  
lon - ger fly, Be - cause you praise me while you  
sing - ing bird ; From fear and pain I set you

day, To save you from the cold. 2. Were  
sing, I would not let you die. 3. But  
free, Your mo - ther's prayer is heard.



THE DIVINE SHEPHERD—*Murillo*



## THE APPLE TREE

You remember the stories we  
read about the sweet spring days  
when every thing was waking up  
to new life. The April showers  
had washed the skies clear and blue.  
The old brown tree awoke.  
It was so glad spring had come.

**It felt the baby buds climbing all over it.**

The buds nestled close in their mother's arms. They made the whole garden sweet with their breath. There were no green leaves to shade the baby blossoms from the sun. The winds played around the tree and kept the cradles cool.

At night the mother crooned a lullaby to her pretty flower children. She took good care of them because she wanted them to grow into apple trees. Some days the old tree told them stories of the time when she was a tiny blossom.

The baby Robins in their nest  
love the old tree. They know her  
pretty song but their own mother's  
lullaby is sweeter to them. They  
were given to their father and  
mother to make them happy.

Our baby brothers and sisters  
come into our home to make it



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happy. No blossom with its silk covers and sweet breath is so dear as baby sister. No baby Robin with his soft feathers and glad voice is so loved as baby brother.

Buds grow into apple trees. Nestlings grow into Robins. What will baby brother grow into?

Mother holds him in her arms and sings him to sleep with her pretty bye-lo baby. She prays that he may grow to be a strong man like father.

Father leans over the cradle to kiss him good night. He prays that his boy may grow up good and pure like mother.

All boys and girls like to hear stories about the time when they were small. But they like better to hear of the time when father and mother were children. This is almost the best story ever told.

When a boy wants to know the right thing to do, he tries to think of what father did when he was a boy. Little girls love to play they are like mother.

Children are like their parents. Jesus wants them to grow like them. He wants them to learn all that is good and true from them. By doing this they learn how to live in this world.

## OUR HOME IN HEAVEN

Jesus does not want us to live on earth always. He says to us, My little children, love one another as I have loved you. He says, be ye perfect as your Heavenly Father is perfect.

Our Heavenly Father loves us so that He wants us to be ready to live with Him. He knows that we cannot be happy in Heaven until we have learned how to live there.

He sent His only Son to us for our model. Jesus became a little babe and grew into a man to show us how to live. If we try to be like Him we shall learn how to live in Heaven.

## THE MOTHER OF JESUS

For many years our Heavenly Father promised to send His Son to us. He promises the beautiful spring flowers in the buds that cling to the branch. Long before spring comes He gets the world ready for the flowers and the birds.

Long before Jesus came to us His father was getting the whole world ready for Him. He chose a beautiful Mother for Him. Her name was Mary. He gave His angels charge over her. He gives to every child a Guardian Angel.

Mary loved her parents and filled their lives with joy. When she grew up to be a woman St. Joseph was given to her to protect her.



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THE FIRST CHRISTMAS—*Walter Firle*

## THE FIRST CHRISTMAS

One cold winter day Mary and St. Joseph had to go to Bethlehem. It was night when they reached the town and there was no room for them in the inn. They went to every door in the town. At every door they heard the same words, there is no room.

At last they found a cave in the side of a hill where some oxen were sleeping. The stars never seemed so bright to the Blessed Virgin as on that night when she went into the cave.

While she was resting the whole cave was lighted and warmed.

The sweetest music floated around her. In her arms lay the Christ Child, the little Jesus. She wrapped Him up in swaddling clothes and laid Him in a manger. She and St. Joseph tell their love to Him.

The angels have come from Heaven to kneel at His feet. Their happy faces make the cave bright and warm. The Blessed Virgin's heart is full of love and wonder.



THE GUARDIAN ANGEL—*Murillo*

## CHRISTMAS CAROL

When Christ was born to set us free  
And lay on Holy Mary's knee  
Angels sang with mirth and glee  
In excelsis, gloria.  
Angels sang with mirth and glee  
In excelsis, gloria.  
In excelsis, gloria, gloria.

The shepherds saw the angels bright  
They shone with such a heavenly light.  
God's dear son is born to-night  
In excelsis, gloria.  
God's dear son is born to-night  
In excelsis, gloria.  
In excelsis, gloria, gloria.

We thank thee, Lord, for thy great grace  
The heavenly bliss to see Thy face,  
Standing in this Holy Place  
In excelsis, gloria.  
Standing in this Holy Place.  
In excelsis, gloria.  
In excelsis, gloria, gloria.

# Christmas Carol

German Carol, 15th Century

1. When Christ was born to set us free, And  
2. The shep - herds saw the an - gels bright They  
3. We thank Thee, Lord, for this Thy grace, The

lay on ho - ly Ma - ry's knee, An - gels  
shone with such a heav'n - ly light. God's dear  
heav'n - ly bliss to see Thy face, Stand - ing

sang with mirth and glee, In ex - cel - sis,  
son is born to - night In ex - cel - sis,  
in this ho - ly place In ex - cel - sis,

## Christmas Carol

A musical score for a Christmas Carol. It consists of three staves of music, each with a treble clef and a key signature of one flat. The lyrics are integrated into the music, appearing below the notes. The first staff contains the lyrics: "glo - ri - a. An - gels sang with mirth and glee, glo - ri - a. God's dear son is born to - night, glo - ri - a Stand - ing in this ho - ly place," followed by a repeat sign. The second staff continues with "In ex - cel - sis, glo - ri - a, In ex -". The third staff concludes with "cel - sis, glo - ri - a, glo - - - ri - a."

## ULLABY

Bye low, baby flower,  
In your little bed,  
Wrapped in silken covers,  
By the dew drop fed.  
Kissed by golden sunbeams,  
Washed by showers kind,  
Sail away to dreamland  
On the Summer wind.

Bye low, baby Robin,  
In your pretty nest,  
Swinging in the tree tops,  
Mother loves you best.  
Sweetly singing bye low,  
Cheer-up, cheer-up, chee,  
To her baby Robins,  
In the apple tree.

Bye low, baby brother,  
Close your sleepy eyes,  
Whisper to the angels  
Dream of Paradise.  
Mother loves to feel you  
Cuddled to her breast,  
Father loves to see you  
In her arms' soft nest.

Bye low, little Jesus,  
Let me learn to be  
Gentle, true, and always  
Mary's child like Thee.  
Lullaby, my Baby  
Bye low, Baby sweet,  
Angels watch your slumbers  
Kneeling at your feet.

# Lullaby

Words, Sr. M. ANTONINE

Music, HAYDN

1. Bye - low, ba - by flo - wer,  
2. Bye - low, ba - by ro - bin,  
3. Bye - low, ba - by bro - ther,  
4. Bye - low, lit - tle Je - sus,

In your lit - tle bed Wrapp'd in sil - ver  
In your pret - ty nest Swing - ing in the  
Close your sleep - y eyes, Whis - per to the  
Let me learn to be Gen - tle, true, and

cov - ers By the dew - drops fed.  
tree - tops Mo - ther loves you best.  
an - gels, Dream of Pa - ra - dise.  
al - ways Ma - ry's child like Thee.

## Lullaby

Kiss'd by gold - en sun - beams  
Sweet - ly sing - ing bye - low,  
Mo - ther loves to feel you  
Lul - la - by, my ba - by,

Wash'd by show - ers kind, Sail a - way to  
Cheer up, cheer up chee, To her ba - by  
Cud - dled to her breast, Fa - ther loves to  
Bye - low, ba - by sweet, An - gels watch your

dream - land On the sum - mer wind. . .  
ro bins In the ap - ple tree. . .  
see you In her arms' soft nest. . .  
slum bers Kneel-ing at your feet. . .

## SUGGESTIONS TO TEACHERS

It is rightly expected that the children during their first year in school should make a reasonable beginning in the difficult art of reading. At the close of the year they should be able to recognize without difficulty from six to eight hundred words. They should also be able to write and spell correctly a large proportion of these words, but it must not be supposed that this constitutes the entire work of the first grade or even the most important part of it. The ability to read and write and spell correctly usually constitutes a new line of development for the first-grade child. His conscious life has been unfolding along several lines previous to his advent in school. It is far more important that the teacher should minister to the urgent needs of the child's unfolding life than that she should initiate him into a specific art, no matter how valuable that art may be.

Catholic Education Series, First Book, is designed to serve as the child's first reader, but it has a far more important function than this to perform. It is, in fact, the child's first book along all the lines of his development. It is a reader, a nature study book, a book of instruction on home life, an elementary text-book of religion, and an art book dealing with the three-fold root of the aesthetic faculty, viz., form, color, and rhythm. These five lines are not dealt with separately, but are woven into organic unity.

The teacher who would use this book to the best advantage must work in sympathy with its aims

and in harmony with the method upon which it is constructed. Good results cannot be achieved when there is a conflict in aim or method between the teacher and the text-book which is placed in the pupils' hands. This is true throughout the entire educational process, but it is more painfully obvious in the first grade than in any subsequent phase of the child's development. It is to be expected, therefore, that the teacher who undertakes to use this book will make a careful study of the Teachers Manual of Primary Methods, which was written for the express purpose of setting forth the aims and methods of the Catholic Education Series of primary text-books.

As a first reader, this book presupposes from six weeks to two months' work with blackboard and chart. During this time the children should be taught through the action method to recognize without hesitation the eighty-three words given in the list in The Teachers Manual (1st ed., p. 266; 2d ed., p. 323). These eighty-three words have been chosen as the basis of the vocabulary employed in the First Book; consequently, none of them may be omitted with impunity, nor may any considerable addition be made to this list without serious loss of time and still more serious interference with the accuracy of the work which is to follow. This is not less true because another set of words might with equal propriety have been chosen as the basis of the child's vocabulary. As a matter of fact, the words given have been employed as the nucleus of the vocabulary in the First and Second Books, and hence, where these books are to be used, there is no freedom of choice in the make-up of the preliminary word list.

The action method is not new; the necessities of the case have driven efficient primary teachers to employ it in the initial phase of teaching children to read. Among the most important features of this method the following may be mentioned: (a) The foundation is laid in the association established between the visual and motor areas of the brain. To accomplish this, an action word is written on the blackboard and made to serve as a signal for the children to perform the action. They are then required to write the word, after which they pronounce it. (b) Through association, a group of words is associated with the action word, care being taken that the bonds of association lie between the thought elements and not between the word forms. (c) The script form is used first; the printed form is not employed until the child has completely mastered the script form. Chart sentences may be used with profit to bring about the transition from the script form on the blackboard to the printed words in the book. (d) As the work proceeds, the context begins to be effective in leading the child to recognize the new printed word. By the time the child begins to use the book the context method is available and may be used to a notable extent. The action method with blackboard and chart work should be continued in a secondary capacity for some months. For the poorer visualizers among the children it may be necessary to continue blackboard and chart drills throughout the first year.

In children of six years of age the visual areas in the cerebral cortex will be found very unevenly developed. Three or four impressions will leave as deep and lasting results in one child as may be

secured in another through eight or ten repetitions; therefore, the teacher who would minister efficiently to the children must group them according to their visualizing power. Some method must be followed by which each child will be drilled according to his needs on the visual impressions of the words he is learning. In each story of the First and Second Books a suitable percentage of words which occur for the first, second, third, up to the tenth time, will be found; hence each story provides a drill for each of the groups mentioned above. This matter will be found explained in sufficient detail in the Teachers Manual.

The First Book is divided into five sections, each one of which has for its aim the transformation of one of the instincts which helps to determine the child's dependence upon its parents. The thought material in each of these parts is developed in a manner resembling a Gospel parable. The work begins with a nature story, in which an attempt is made to lead the child into an understanding of some vital phenomenon, and thus lay the foundation of his future scientific development. In accordance with this aim, great care has been exercised in the selection of themes and in their mode of presentation, as well as in accuracy of statement. These nature stories are intended to be dramatized. By this means the children are freed from detail and put into possession of a generalized truth which they may be led to apply elsewhere. The nature story is in every case developed as the basis of a parable which discloses its inner meaning in the lessons immediately following.

The child is a social being and imperatively demands the adequate development of the social side of his nature. He must be taught to adjust himself properly towards the home group. He must be taught to outgrow his selfishness. He must learn the meaning of parental authority and of parental sacrifice. What he learns in the study of nature must find immediate and practical illustration in his home life. That which he dramatized in his nature study he must put into actual living in his home.

The truth embodied in the nature story and in the home scene which follows it is developed in the third part of each section in a religious instruction. The thought and the vocabulary developed in the nature story and in the domestic study are utilized in the religious theme which, in every case, revolves around the person of Our Lord. These three parts of each section parallel the three elements usually found in Our Lord's parables. "Behold the lilies of the field" is the analogue of the nature story; "And which of you if your son should ask you for bread would you reach him a stone" is analogous to the domestic story in which parental love is the central theme; finally, "How much more your Heavenly Father knows how to give good things to those who love Him" is the analogue of the religious theme.

In all of Our Lord's parables, as in the several sections of the First and Second Books, there is a progressive development of the central thought from a concrete setting to its abstract formulation, *e. g.*, "Seek ye therefore first the kingdom of God and His justice and all these things will be added unto you."

During the first year especially the teacher must supply the needs of the child's growing mental life by means of stories, oral instructions, etc. The child is not yet in a position to secure adequate food for his mental life from books, but he loves stories, and the efficient teacher will know how to supply his needs in this direction. It should be remembered, however, that unity is one of the child's greatest needs; hence the stories which the teacher tells her pupils should aim at developing the central theme outlined in the child's first book. The nature study, the domestic, or the religious study may be selected for development in this way, but the stories should not introduce unco-ordinated elements into the child's conscious mental life. He needs variety, it is true, but this variety must be confined to form and emphasis so as not to interfere with the unity of his mental development.

Finally, the First Book is designed to serve as a primer of aesthetics, and as such it aims to lay deeply and correctly the foundations of color, form and rhythm. The pictures, with a few unavoidable exceptions, are reproductions of masterpieces. The religious themes are presented in color. No pains or expense have been spared to procure a high degree of excellence in these colored illustrations. The central theme of each section of the book is expressed in two songs. It is believed that by this means all the work of the grade will tend to help the child in his singing and that his singing will help him to retain the best of all that he studies in the other parts of the book. Moreover, the pictures and the music can scarcely fail to develop the aesthetic faculty of the children along correct lines.

## VOCABULARY.

The number opposite each word refers to the page on which it first occurs.

A.		B.			
a,	10	asked,	42	big,	20
about,	26	asks,	37	bird,	15
afraid,	51	asleep,	13	birds,	14
after,	24	at,	13	bird's,	14
again,	9	away,	10	bit,	56
against,	28	awoke,	81	black,	64
ago,	23			blessed,	44
air,	20	babe,	86	blesses,	26
all,	17	babies,	33	blessing,	38
almost,	53	babies',	32	blind,	73
alone,	59	baby,	13	blossoms,	32
along,	61	back,	58	blowing,	62
also,	44	balls,	58	blue,	62
always,	26	barn,	58	bluebird,	50
amen,	28	basket,	41	boat,	42
among,	70	baskets,	44	boy,	24
an,	54	be,	13	boys,	50
and,	9	beat,	64	branch,	13
Andrew,	44	beautiful,	14	bread,	28
angel,	87	became,	86	breakfast,	9
angels,	87	because,	19	breaks,	69
another,	22	been,	42	breath,	82
apple,	11	before,	56	breeze,	62
apples,	41	begin,	9	breezes,	14
April,	81	beginning,	64	brightly,	23
are,	9	begins,	64	bring,	39
arises,	64	behind,	53	broken,	69
arm,	40	being,	73	brooks,	49
arms,	14	beneath,	62	brothers,	83
around,	9	besides,	13	brought,	22
art,	27	best,	38	brow,	71
as,	15	Bethlehem,	89	brown,	81
ask,	17	better,	14	buds,	82
		bid,	61	build,	19
				building,	10

bumps,	70	clouds,	64	deliver,	28
bush,	53	coaxed,	50	did,	17
busy,	52	cold,	89	die,	62
but,	14	come,	10	dining,	32
buy,	42	comes,	58	do,	27
by,	14	coming,	35	does,	13
byelow,	84	commands,	64	doing,	85
C					
call,	69	cool,	40	dolly,	41
called,	41	country,	55.	done,	13
calls,	24	could,	73	door,	40
came,	11	cousins,	56	down,	42
can,	26	cover,	64	downy,	56
care,	37	covers,	84	dreadful,	58
carried,	73	cozy,	13	dream,	72
cart,	41	cradle,	32	drives,	72
cat,	53	cradles,	82	dropped,	41
cave,	89	crawls,	70	drops,	33
charge,	87	creeping,	54	ducks,	56
cheek,	71	cries,	58	dumb,	73
cheer,	54	crooned,	82	E.	
cheer-up,	54	cross,	62	each,	33
chick,	55	crossed,	42	early,	52
chickens,	56	crowd,	24	earth,	19
chicks,	58	crowded,	75	eat,	38
child,	71	crumbs,	41	enough,	39
children,	16	cry,	53	even,	54
child's,	75	curly,	24	evening,	13
chirps,	9	cured,	73	ever,	22
chose,	87	cuts,	70	every,	17
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